



Middle School Program Guide

The core purpose of Albemarle County Public Schools is to establish a community of learners and learning, through rigor, relevance, and relationships, one student at a time.



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The Albemarle County Public Schools Middle School Program Guide presents a general overview of the county's middle school program. Specific information about individual schools and their policies is contained in each school's Parent/Student Handbook.

The Mission of Middle School

The strategic mission of Albemarle County Public Schools is to establish a community of learners and learning, through rigor, relevance, and relationships, one student at a time. Building on this mission, Albemarle County middle schools seek to educate students and encourage them to discover and appreciate who they are, what they may become, and how they are able to contribute to our society. Our middle schools are diverse communities of learners where students are valued, all individuals are respected, and learning is the primary focus.

The goal of the Albemarle County middle schools is to help the early adolescents who move through our schools enter high school with a strong academic background, a high degree of personal self-confidence, and the ability to make well-informed, meaningful choices from among the many options available to them at the high school level and beyond. It is critical for students to have a solid foundation in essential skills, which enables them to make informed choices when planning for high school. In order to reach this goal, Albemarle County has articulated five basic, interrelated beliefs about effective middle school education and has developed an integrated program that reflects these beliefs.

BELIEF ONE – CHARACTERISTICS OF THE MIDDLE SCHOOL CHILD

The middle school is the center of the K-12 continuum. Students aged 10 to 14 are in a period of human development recognized as one of the most complex. Albemarle County middle schools recognize the nature of the middle school child and have developed educational environments that support the children's development. Students should emerge from the dependency associated with early childhood and develop the independence associated with young adulthood during their middle school years.

Intellectual

- Prefers a wide range of intellectual pursuits
- Likes active learning experiences
- Begins abstract thinking
- Questions his/her world

Emotional

- Seeks increased independence
- Tends to be self-conscious and sensitive
- Experiences emotional ups and downs
- Develops personal values system
- Builds personal and academic self-esteem

Physical

- Has increased energy and periods of restlessness
- Experiences rapid physical changes
- Displays heightened interest in personal appearances and privacy
- Displays awkwardness and lack of coordination
- Displays strong, but not always sustained, interest in activities

Social

- Displays strong need for peer approval
- Wants recognition for effort and achievement
- Demonstrates a variety of behaviors
- Experiments with slang, fads, and new peer relationships
- Learns to work cooperatively
- Seeks recognition as an individual

BELIEF TWO – TRANSITIONS

Early adolescents are making multiple transitions: entering puberty, attending new schools, encountering more demanding peer relationships, discovering self, establishing independence, and testing boundaries. Adults facilitate these transitions. Students treated with fairness and firmness develop positive attitudes about themselves and their environment.

The Albemarle County Middle School Program facilitates smooth transitions from elementary school to middle school, from one grade level to the next, and from middle school to high school by promoting communication among teachers, counselors, students and parents.

School Counseling Program

Albemarle County middle schools provide a comprehensive, developmental school counseling program that assists all students in acquiring the skills, knowledge and attitudes needed to become effective students, responsible citizens, productive workers, and lifelong learners. The school counseling program supports the school's academic mission by promoting and enhancing the learning process for all students through an integration of academic, career and personal/social development.

The school counseling program is an integral part of the total educational process and a shared responsibility of the entire school community. The professional school counselor collaborates with other school professionals in helping students learn. A successful program requires the support and participation of all school personnel, parents, guardians, outside agencies, and the community at large.

Transition Activities

Target Groups

School Visits	5th and 8th Graders
Parent Orientation Meetings	Parents of 5th and 8th Graders
Teacher/Counselor Meetings	5th, 6th, 7th, 8th Grade Teachers
School Visits	Student/Parent/Counselor

Communication

Communication is a vital aspect of the Albemarle County Middle School Program. Schools use some combination of the following to ensure effective communication:

- Open house and parent orientation meetings
- Individual conferences
- Interpreters in world languages
- School newsletters
- ConnectEd (voice and e-mail notifications)
- School web pages
- Team/department and classroom communications
- Interim grade reports
- Report cards
- Telephone
- Letters
- Monthly calendars
- ParentPortal
- BlackBoard online courses
- School Planners
- Twitter

Classroom issues are best resolved through parent-teacher communication. Also, school counselors are available to assist with individual parent concerns. If parents have already brought a concern to the attention of the teacher or counselor and still have concerns, they should contact the school administrator.

Working Together

Questions About ...	Call ...
Discipline	Administration
ESOL.....	International & ESOL Program
Grouping.....	Teacher/Counselor
Scheduling.....	Teacher/Counselor
Attendance	Secretary/Counselor
Homework	Teacher/Counselor
Academic Concerns	Teacher
Special Education Services.....	Special Education Teacher/Counselor
Peer Relationships	Counselor
General Questions	Secretary
Other Concerns	Teacher/Counselor/Administrator

BELIEF THREE – PROGRAM

The middle school years are a critical time in the cognitive, intellectual, social, emotional and physical development of emerging adolescents. Instruction in basic skills is an essential part of the curriculum. Course content is rigorous, relevant and engaging. During the middle school years, students begin to acquire the knowledge, skills, and habits of mind that prepare them for a lifetime of learning, including capabilities outlined in Albemarle County’s Framework for Quality Learning to:

- Plan and conduct research.
- Gather, organize and analyze data, evaluate processes and products, and draw conclusions.
- Think analytically, critically and creatively to pursue new ideas, acquire new knowledge, and make decisions.
- Understand and apply principles of logic and reasoning, and develop, evaluate and defend arguments.
- Seek, recognize and understand systems, patterns, themes and interactions.
- Apply and adapt a variety of appropriate strategies to solve new and increasingly complex problems.
- Acquire and use precise language to clearly communicate ideas, knowledge and processes.
- Explore and express ideas and opinions using multiple media, the arts, and technology.
- Demonstrate ethical behavior and respect for diversity through daily actions and decision making.
- Participate fully in civic life, and act on democratic ideals within the context of community and global interdependence.
- Understand and follow a physically active lifestyle that promotes good health and wellness.
- Apply habits of mind and metacognitive strategies to plan, monitor and evaluate one’s own work.

Instruction is student-centered, active, and rich in experience, demonstration, practice, and personal relevance. The Albemarle County Middle School Program emphasizes mastery of essential skills, exploration, and the development of critical thinking. Middle school students learn and grow in different ways and at different rates. A successful middle school program recognizes and provides for individual differences.

Academic Grouping

All students do not learn in the same way or at the same pace. When instruction is adjusted to meet the needs of students, greater advances in achievement occur. A variety of models for grouping are used in our middle schools. These models include differentiated instruction for mixed ability grouped classes, advanced/honors level classes, cluster ability grouping, and collaborative classes. Teachers tailor instruction to the students' interests, capabilities and needs. Academic challenge is provided for all students in the context of consistent curricular expectations across leveled courses as outlined in Virginia's Standards of Learning.

Grouping for instruction in grades six, seven and eight occurs in mathematics and English/language arts at the standard and advanced/honors levels. Additionally, in grade eight, advanced/honors levels are offered in science and social studies.

Placement in course levels is determined by teacher recommendation using multiple criteria. Some examples of these criteria are teacher observations, grades, achievement test scores, Standards of Learning test results, and benchmark assessments. A description of each level follows:

Standard (Grades 6-8)

The standard level course provides a broad base of knowledge and allows for in-depth study. Language arts and mathematical skills are strengthened through daily 90-minute blocks of instruction in these areas. The pace of instruction allows for the completion of grade level or above curriculum content. Students are expected to grasp concepts quickly and apply them often as independent learners.

Advanced/Honors (Grades 6-8)

In the advanced/honors level course, content is presented at a faster pace and in greater depth. Students should have grade level or above reading skills. Students should also have the ability to progress independently on assignments at school and at home.

Bell Schedule

Albemarle County middle schools use modified block schedules. Students attend most classes in 90-minute blocks on alternating days. Below is a schedule for a typical sixth-grader. Please note that schedules vary somewhat from school to school. For example, in some schools, blocks are split into two 45-minute exploratory periods. In addition, some schools teach science and social studies by semester. In these schools, students have science every day for one semester and social studies every day for the other semester. When science and social studies are taught as year-long courses, they alternate days the entire year; for example, science on Day A and social studies on Day B.

	Day A	Day B
Block 1	Language Arts	Language Arts
Block 2	Science (1st Sem.) Social Studies (2nd Sem.)	Science (1st Sem.) Social Studies (2nd Sem.)
Block 3	Math	Math
Block 4	Health/PE	Exploratory

Curriculum

The Albemarle County middle school curriculum provides a transitional experience for the student between the elementary and secondary years. An effective middle school curriculum that ensures success has the following characteristics:

- A common core of basic skills in all subject areas
- An integrated curriculum that facilitates learning connections
- Physical education and health
- Exploratories

The middle school curriculum includes instruction in the core areas of language arts, mathematics, science, social studies, physical education, and health. Exploratory programs include opportunities for instruction in business, marketing and finance, world languages, performing arts, engineering and technology education, media and communication, visual arts, and human services.

The Commonwealth of Virginia tests all middle school students in grades six, seven and eight on the Standards of Learning (SOL) in English and mathematics. The state also tests students in grade eight on the SOL in science, civics and writing. In addition, students participating in Algebra I or Geometry take an end-of-course SOL test that may result in a verified high school credit.

Virginia Standards of Learning Tests
for Middle School Grades

	Grade 6	Grade 7	Grade 8
Reading	X	X	X
Writing			X
Mathematics	X	X	X
Social Studies			X
Science			X

Possible Mathematics Pathways in Middle School

We strongly encourage students to work toward taking Algebra I in middle school. Our goal is to prepare you for success, and learning algebra will open up greater possibilities for you in your study of mathematics and in your college and career pathway. Both the advanced and honors levels are designed to progress students through the middle school curriculum to include completing Algebra 1 for high school credit prior to the ninth grade.

6th Grade	Mathematics 6 Standard	Mathematics 6 Advanced	Mathematics 6 Honors
7th Grade	Mathematics 7 Standard	Mathematics 7 Advanced	Algebra 1 Honors
8th Grade	Mathematics 8 Standard	Algebra 1 Advanced	Geometry Honors

The Middle School Program Overview

Required Core Courses

Grade Six	Grade Seven	Grade Eight
Language Arts	Language Arts	Language Arts
Social Studies	Social Studies	Social Studies
Health/Physical Education	Health/Physical Education	Health/Physical Education
Mathematics	Mathematics	Mathematics
Science	Life Science	Physical Science

Exploratories

Exploratory classes are an integral and critical part of middle school curriculum, providing students with different ways to view the world while complementing academic core offerings. Albemarle County middle schools offer three exploratory strands: World Languages, Career and Technical Education, and Visual and Performing Arts. All students are encouraged to participate in at least one exploratory experience in each strand during their middle school years.

Additional exploratories, including independent study, may be offered at each middle school based on the talents and interests of the students and faculty and staffing availability. A complete list of electives can be found on-line at <http://www.k12albemarle.org/msguide>.

Note: Students with additional academic needs may participate in intervention courses in lieu of one or more electives.

What We Teach in Sixth Grade



What We Teach in Sixth Grade

In sixth grade, students begin the transition from elementary to middle school. They learn increasingly complex material as they develop organizational and study skills. Sixth-graders take required courses in the following areas: English/language arts, math, science, social studies, and health/physical education. They have the opportunity to take exploratory courses in conversational Spanish, performing arts, visual arts, and career and technical education.

Required Core Courses

English/Language Arts--6th grade

Middle school students experience English language arts through the concepts of communication, comprehension, and composition. Courses are designed to incorporate a balanced literacy diet that includes the components of fluency, word study, comprehension, and writing. Students will learn through a variety of pathways in a multi-media approach that supports the acquisition of lifelong-learner competencies.

In Sixth-grade, an emphasis on communication and author's craft allows students the opportunity to study the structures and styles that authors use to communicate ideas about the world. As such, students read extensively from a variety of genres, including fiction, narrative nonfiction, nonfiction, and poetry and transfer what they learn about those genres to their own writing and speaking. Students write for a variety of audiences and purposes, using narrative and expository forms. Additional emphasis is placed on continuing to build comprehension strategies, understanding Latin roots for vocabulary development, and using correct punctuation and grammar.

Each middle school provides a highly-structured, research-based intervention for students who are reading below grade-level. This course offers an accelerated, sequential approach to literacy, while addressing the components of a balanced literacy diet. For those students who have experienced difficulty in developing reading skills this course provides them the opportunity to break apart the structures of language in order to gain a deep understanding of how words, sentences and paragraphs work, and how authors use structures to create meaning. Students read and write extensively in nonfiction forms; other genres are experienced through read-alouds, literature circles, and independent reading.

Health

The health curriculum focuses on the development of positive health habits and an active lifestyle. As outlined by the Virginia Standards of Learning, health education allows students to apply health knowledge to improve their health; demonstrate their ability to identify valid and accurate health information, products and services; and demonstrate a variety of health practices and behaviors that promote safe and healthy communities. Students also have the opportunity to take family life education. Information on this part of the health curriculum is sent to parents at the beginning of the year and again as the unit begins so parents can decide if they want their child to participate.

Physical Education

Physical Education is an integral part of the education process. Developing and incorporating a physically active lifestyle helps prepare students to handle day-to-day situations. Physical education classes help students develop motor skills, increase fitness and wellness levels, enhance social skills, and improve academic learning. Physical education content includes fitness and conditioning, fitness planning, and lifetime sport activities. Students learn to evaluate their own level of fitness and establish individual goals for improvement.

Mathematics

The sixth-grade standards are a transition from the emphasis placed on whole number arithmetic in the elementary grades to foundations of algebra within 6 content strands: number and number sense, computation and estimation, measurement, geometry, probability and statistics and patterns, functions and algebra. The standards emphasize rational numbers. Students will use ratios to compare data sets; recognize decimals, fractions, and percents as ratios; solve single-step and multistep problems using rational numbers; and gain a foundation in the understanding of integers. Students will solve linear equations and use algebraic terminology. Students will solve problems involving area, perimeter, and surface area, work with π (pi), and focus on the relationships among the properties of quadrilaterals. In addition, students will focus on applications of probability and statistics.

The student will use mathematical problem solving, communication, reasoning, connections, and representations to explore, understand, learn and do mathematics. Technology will be used purposefully as a tool to deepen learning experiences for students.

Using real-life applications, student-centered inquiry, calculators, and computers, sixth-grade math students do the following:

- Investigate, develop, and use ratios and proportions to compare data sets.
- Measure and use standard and non-standard units for measurement, and make conversions within a measurement system.
- Investigate applications of symmetry, parallel and perpendicular lines, and views of three-dimensional figures.
- Develop, use and solve linear equations with one variable.
- Describe, predict, analyze and represent various types of data.

Science

Sixth-grade students focus on data analysis and experimentation in their science classes. They learn precise methods for testing the validity of their predictions and conclusions. Students use an integrated approach to study the role of the sun's energy on the Earth's systems; water in the environment; air and atmosphere; and basic chemistry concepts. They also study the solar system and natural resource management, particularly as it relates to public policy.

Social Studies

The American Landscape: United States History I to 1865

Students use the skills of historical and geographical analysis to explore the early history of the United States from pre-Columbian times until 1865, to understand the ideas and events that have shaped our nation. Connections between geography and history help students understand how patterns emerge over time and place. Patterns emerge to help explain how the past influences the present and the future. Students deepen their understanding of social studies relationships, such as cause/effect, change/continuity, and historical perspective. A major focus is on the "mental and cultural" landscapes that are foundational to the growth of our American democracy.

Exploratories

Albemarle County middle schools offer three exploratory strands: Career and Technical Education, Visual and Performing Arts, and World Languages. Students are encouraged to participate in at least one exploratory experience in each strand during their middle school years. Sixth-grade students have the opportunity to participate in an exploratory rotation that allows students to experience four to eight exploratory offerings during the academic year.

Career and Technical Education

Our career and technical education exploratory program helps sixth-grade students explore their talents and interests. Courses introduce students to career pathways in business, marketing and finance, engineering and technology, media and communication, and human services.

Keyboarding / Productivity Skills

Students develop and enhance touch skills for entering alphabetic, numeric and symbolic information on a computer keyboard. Students compose and produce personal, educational and business documents, incorporating basic proofreading and editing techniques.

Technology in the Workplace

Students explore industrial and communication technologies, including electronics, computer-aided design (CAD), pneumatics, graphics, and video production. Using industry-specific equipment, students will experience the processes and procedures used in today's technology workplace.

Personal Life Skills for the 21st Century

Students learn strategies for successful time management, goal-setting and problem-solving in the context of transitioning to middle school. Students examine their roles as contributing members of their school community and families. Students acquire basic personal life skills related to home safety, nutritional health, and physically active lifestyles.

Creative Design

Students will apply the engineering design process to solve real-world problems. They will examine and use the manufacturing process, teamwork, and communication to design and create engineering/technology projects.

Programming and coding

Students will learn how computers work and will practice computational thinking as they code computer programs to display graphics, design interactive stories, create games, and animate objects. Topics will include sequential logic, conditionals, loops, and variables.

Visual and Performing Arts

Art

In our art exploratory program, sixth-grade students use the elements and principles of design as the basis for a study of color and balance. Students study a variety of art materials and concepts such as: creating realistic drawings from observation; producing fantasy-based art; painting complementary color studies; using one-point perspective; experimenting with clay hand-building techniques; using—computer graphics to create original art; and creating and maintaining a portfolio of their work. Sixth-graders also study art movements in post-Reconstruction America, relating the movements to changes in science and technology.

General Music

Sixth-grade students have the opportunity to participate in strings, band, chorus, or a general music class. Students in the general music class study music theory and styles, in addition to developing a vocal performance repertoire. Students in the beginning instrumental classes select an instrument for study and begin to perform music as a group.

Band

Students learn to perform a wind or percussion instrument. This year is intended for students to become familiar with their instrument. No prior experience is required. Students with prior experience may have the option to perform with more advanced groups. Students will study basic instrument technique, music theory, and learn to play age appropriate music. They typically perform a few formal concerts during the year.

Chorus

Students practice and perform choral literature drawn from a variety of musical styles and foreign languages. They may participate in district-wide festivals and events. Selected advanced students may also participate in the county's Honors Chorus Program.

Orchestra

Students learn to perform a string instrument (violin, viola, cello, or bass). This year is intended for students to become familiar with their instrument. No prior experience is required. Students with prior experience may have the option to perform with more advanced groups. Students will study basic instrument technique, music theory, and learn to play age appropriate music. They typically perform a few formal concerts during the year.

World Languages

The world languages program in middle schools supports students in developing 21st century skills in cross-cultural collaboration and communication. Students enhance their cultural understanding and develop a global perspective through engaging and rigorous instruction in the target language. In 6th grade, students may choose an exploratory language course in Spanish or French, depending on their middle school. These courses provide an introduction to the target language and cover the most salient concepts of the Level I language curriculum. In seventh grade students take a course in world languages that explores part of the Level I curriculum. In 8th grade, students deepen their understanding of this curriculum and may earn high school credit for the Level I course. Schools offer combinations of German I, Spanish I, and French I for students in 7th and 8th grade.

Note: Additional exploratories, including independent study, may be offered at each middle school based on the talents and interests of the students and faculty and staffing availability. A complete list of electives can be found on-line at <http://www.k12albemarle.org/msguide>.

What We Teach in Seventh Grade



What We Teach in Seventh Grade

In seventh grade, students learn material that is increasingly complex as they continue to develop organizational and study skills. They take required courses in English/language arts, math, science, social studies, and health/physical education. They have the opportunity to select exploratory courses from three strands: Career and Technical Education, Visual and Performing Arts, and World Languages.

Required Core Courses

English/Language Arts—7th grade

Middle school students experience English language arts through the concepts of communication, comprehension, and composition. Courses are designed to incorporate a balanced literacy diet that includes the components of fluency, word study, comprehension, and writing. Students will learn through a variety of pathways in a multi-media approach that supports the acquisition of lifelong-learner competencies.

In seventh-grade, a focus on systems reinforces students' developmental processes in fluency and word study, as well as their continued growth as readers and writers. Students explore the etymology of language through continued study of Latin roots and Greek combining forms and read extensively from a variety of genres, including fiction, narrative nonfiction, nonfiction, and poetry, with an emphasis on historical fiction. Seventh-grade students write for a variety of audiences and purposes, using narrative, expository, persuasive and reflective forms. They seek to answer critical questions such as: Why does language change? Why do certain themes pervade literature? How does literature reflect individual and cultural beliefs?

Each middle school provides a highly-structured, research-based intervention for students who are reading below grade-level. This course offers an accelerated, sequential approach to literacy, while addressing the components of a balanced literacy diet. For those students who have experienced difficulty in developing reading skills this course provides them the opportunity to break apart the structures of language in order to gain a deep understanding of how words, sentences and paragraphs work, and how authors use structures to create meaning. Students read and write extensively in nonfiction forms; other genres are experienced through read-alouds, literature circles, and independent reading.

Health

The health curriculum focuses on the development of positive health habits and an active lifestyle. As outlined by the Virginia Standards of Learning, health education allows students to apply health knowledge to improve their health; demonstrate their ability to identify valid and accurate health information, products and services; and demonstrate a variety of health practices and behaviors that promote safe and healthy communities. Students also have the opportunity to take family life education. Information on this part of the health curriculum is sent to parents at the beginning of the year and again as the unit begins so parents can decide if they want their child to participate.

Physical Education

Physical Education is an integral part of the education process. Developing and incorporating a physically active lifestyle helps prepare students to handle day-to-day situations. Physical education classes help students develop motor skills, increase fitness and wellness levels, enhance social skills, and improve academic learning. Physical education content includes fitness and conditioning, fitness planning, and lifetime sport activities. Students learn to evaluate their own level of fitness and establish individual goals for improvement.

Mathematics

The seventh-grade standards continue to emphasize the foundations of algebra within 6 content strands: number and number sense, computation and estimation, measurement, geometry, probability and statistics and patterns, functions and algebra. Topics in grade seven include proportional reasoning, integer computation, solving two-step linear equations, and recognizing different representations for relationships. Students will apply the properties of real numbers in solving equations, solve inequalities, and use data analysis techniques to make inferences, conjectures, and predictions.

The student will use mathematical problem solving, communication, reasoning, connections, and representations to explore, understand, learn and do mathematics. Technology will be used purposefully as a tool to deepen learning experiences for students.

Science

Seventh-grade students focus on the life sciences. In addition to learning about the cellular structure of organisms, they learn how organisms are classified, and how they change and relate to each other. In their experiments, students organize and analyze data, manipulate variables, and identify sources of error.

Social Studies*The American Identity: United States History II 1865 to the Present*

This course tells the story of America's people. The study of our nation's history, from 1865 to the present, emphasizes the intellectual skills required to understand the importance of the individual in history, as well as the impact of groups on society. Students analyze key events and movements that have shaped modern day America and America's place in the world. Students continue to develop skills needed to understand complex historical issues, and they are expected to go beyond the facts to examine the historical records for themselves—to consult primary and secondary source documents, data, artifacts, and other evidence to understand how the past influences the present, and to connect history to their own lives.

Exploratories

Career and Technical Education

Our career and vocational exploratory program helps seventh-grade students explore their talents and interests. Courses introduce students to career pathways in business, marketing and finance, engineering and technology, media and communication, and human services.

Computer Solutions

Students gain a basic knowledge of word processing, spreadsheet, database, and graphics applications as they apply in a work setting. Specific skills in each area include composing, formatting and editing basic business documents; calculating, charting and manipulating numerical data; constructing databases and learning to query specific information; and using clip art, drawing tools, animations, and transitions for graphics presentations.

Technology Systems: Inventions

Students construct models of significant inventions that have advanced society. After studying these developments, they explore contemporary technological problems facing them, their community, or the world, and apply systematic procedures to invent new products or innovations as solutions.

Personal Life Skills and Career Pathways 7

Students develop advanced personal life skills related to home safety, nutritional health, and physically active lifestyles that lead to independence. Students extend those skills through exploration of careers in human services, including hospitality and tourism, child care, teaching, and other human service career paths. Students investigate job and entrepreneurship opportunities that exist for teenagers in the Charlottesville/ Albemarle area.

Digital Media Communications

Students will utilize digital tools in the fields of programming and coding, game design, creative design, photography, animation and film, and they will enhance their knowledge of media software and how to manipulate and design digital media.

Engineering and Technology

Students will explore the engineering design process and real-world problem solving through the use of technologies including computer-aided design software, electronics, 3D-printing and CNC machining to discover their related applications.

Careers and Academics

Students will investigate a variety of career clusters, analyze their personal assets, select career fields or occupations for further study, and create a plan based on their academic and career interests. They will also explore Albemarle County's Math, Engineering, & Science, Health & Medical Sciences, and Environmental Studies Academies and the Charlottesville-Albemarle Technical Education Center.

Visual and Performing Arts

Art

In the seventh grade art exploratory program, students use elements and principles of design as the basis for the study of shape, form and color. Students build clay pieces using the coil method; draw compositions from observation; create 3-D sculptures using geometric forms; draw from observation, emphasizing linear perspective; and create and maintain a portfolio of their work. Seventh-graders also study artistic styles and themes from historical times and places.

Drama

Drama students develop a variety of improvisational and more formal acting skills. Students learn fundamentals of stage design and presence, performing selected dramatic works as a troupe. Emphasis is placed on gaining comfort in a variety of performance styles, while building confidence in public communication skills.

Band

Students who play band instruments receive more specific instruction on their instrument, as well as beginning to play in an ensemble setting. They typically perform a few formal concerts during the year and may participate in competitive district events, festivals and parades. Selected advanced students may also participate in the county's Honors Band Program. Students may also participate in additional ensembles such as Jazz Band, Drum Line, Percussion Ensembles, etc.

Chorus

Students practice and perform choral literature drawn from a variety of musical styles and foreign languages. They may participate in district-wide festivals and events. Selected advanced students may also participate in the county's Honors Chorus Program.

Orchestra

Students who play stringed instruments receive more advanced, ensemble instruction. They typically perform several formal concerts during the year. Advanced students have the opportunity to participate in regional honors orchestra and assessment events.

World Languages

The world languages program in middle schools supports students in developing 21st century skills in cross-cultural collaboration and communication. Students enhance their cultural understanding and develop a global perspective through engaging and rigorous instruction in the target language. In 6th grade, students may choose an exploratory language course in Spanish or French, depending on their middle school. These courses provide an introduction to the target language and cover the most salient concepts of the Level I language curriculum. In seventh grade students take a course in world languages that explores part of the Level I curriculum. In 8th grade, students deepen their understanding of this curriculum and may earn high school credit for the Level I course. Schools offer combinations of German I, Spanish I, and French I for students in 7th and 8th grade.

Note: Additional exploratories, including independent study, may be offered at each middle school based on the talents and interests of the students and faculty and staffing availability. A complete list of electives can be found on-line at <http://www.k12albemarle.org/msguide>.

What We Teach in Eighth Grade



What We Teach in Eighth Grade

In eighth grade, students begin the transition from middle to high school. They take required courses in the following areas: English/language arts, math, science, social studies, and health/physical education. They have the opportunity to select exploratory courses from three strands: Career and Technical Education, Visual and Performing Arts, and World Languages.

Required Core Courses

English/Language Arts—8th grade

Middle school students experience English language arts through the concepts of communication, comprehension, and composition. Courses are designed to incorporate a balanced literacy diet that includes the components of fluency, word study, comprehension, and writing. Students will learn through a variety of pathways in a multi-media approach that supports the acquisition of lifelong-learner competencies. Eighth-grade students will continue to develop an appreciation of literature through the study of literary elements in classic and contemporary selections. They will describe themes and inferred main ideas, interpret cause-effect relationships, and draw conclusions from a variety of literary and informational selections. They will apply knowledge of word origins, analogies, and figurative language to understand unfamiliar or new words encountered in authentic texts and will write for a variety of audiences and purposes, using narrative, expository, persuasive, and analytical forms.

Each middle school provides a highly-structured, research-based intervention for students who are reading below grade-level. This course offers an accelerated, sequential approach to literacy, while addressing the components of a balanced literacy diet. For those students who have experienced difficulty in developing reading skills this course provides them the opportunity to break apart the structures of language in order to gain a deep understanding of how words, sentences and paragraphs work, and how authors use structures to create meaning. Students read and write extensively in nonfiction forms; other genres are experienced through read-alouds, literature circles, and independent reading.

Health

The health curriculum focuses on the development of positive health habits and an active lifestyle. As outlined by the Virginia Standards of Learning, health education allows students to apply health knowledge to improve their health; demonstrate their ability to identify valid and accurate health information, products and services; and demonstrate a variety of health practices and behaviors that promote safe and healthy communities. Students also have the opportunity to take family life education. Information on this part of the health curriculum is sent to parents at the beginning of the year and again as the unit begins so parents can decide if they want their child to participate.

Physical Education

Physical Education is an integral part of the education process. Developing and incorporating a physically active lifestyle helps prepare students to handle day-to-day situations. Physical education classes help students develop motor skills, increase fitness and wellness levels, enhance social skills, and improve academic learning. Physical education content includes fitness and conditioning, fitness planning, and lifetime sport activities. Students learn to evaluate their own level of fitness and establish individual goals for improvement.

Mathematics

The eighth-grade standards are intended to serve two purposes. First, the standards contain content that reviews or extends concepts and skills learned in previous grades. Second, they contain new content that prepares students for more abstract concepts in algebra and geometry. The eighth-grade standards provide students additional instruction and time to acquire the concepts and skills necessary for success in Algebra I. Students will gain proficiency in computation with rational numbers and will use proportions to solve a variety of problems. New concepts include solving multistep equations and inequalities, graphing linear equations, visualizing three-dimensional shapes represented in two-dimensional drawings, and applying transformations to geometric shapes in the coordinate plane. Students will verify and apply the Pythagorean Theorem and represent relations and functions, using tables, graphs, and rules. The eighth-grade standards provide a more solid foundation in Algebra I for those students not ready for Algebra I in grade eight.

The student will use mathematical problem solving, communication, reasoning, connections, and representations to explore, understand, learn and do mathematics. Technology will be used purposefully as a tool to deepen learning experiences for students.

Algebra 1

Algebra is the foundational language for all future mathematics in a student's progression. When planning for instruction, consideration will be given to the sequential development of concepts and skills by using concrete materials to assist students in making the transition from arithmetic to the symbolic. Students will be helped to make connections and build relationships between algebra and arithmetic, geometry, and probability and statistics. Connections also should be made to other subject areas through practical applications. This approach to teaching algebra should help students attach meaning to the abstract concepts of algebra.

Algebra 1 requires students to use algebra as a tool for representing and solving a variety of practical problems. Tables and graphs will be used to interpret algebraic expressions, equations, and inequalities and to analyze behaviors of functions.

Graphing calculators, computers, and other appropriate technology tools will be used to assist in teaching and learning. Graphing utilities enhance the understanding of functions; they provide a powerful tool for solving and verifying solutions to equations and inequalities.

Throughout the course, students should be encouraged to engage in discourse about mathematics with teachers and other students, use the language and symbols of mathematics in representations and communication, discuss problems and problem solving, and develop confidence in themselves as mathematics students.

Geometry

This course is designed for students who have successfully completed the standards for Algebra I. The course includes, among other things, properties of geometric figures, trigonometric relationships, and reasoning to justify conclusions. Methods of justification will include paragraph proofs, two-column proofs, indirect proofs, coordinate proofs, algebraic methods, and verbal arguments. A gradual development of formal proof will be encouraged. Inductive and intuitive approaches to proof as well as deductive axiomatic methods should be used.

Our geometry curriculum places an emphasis on two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. A variety of applications and some general problem-solving techniques, including algebraic skills, should be used to implement these standards.

Calculators, computers, graphing utilities (graphing calculators or computer graphing simulators), dynamic geometry software, and other appropriate technology tools will be used to assist in teaching and learning. Any technology that will enhance student learning should be used.

Science

Eighth-grade students continue their involvement in scientific experimentation. They plan and conduct research projects that include classroom experimentations and literature reviews. Their research focuses on variables, repeated trials, and validating conclusions using evidence and data. Students share their work in written reports and oral presentations. They develop an in-depth understanding of the nature and structure of matter and the characteristics of energy, and explore how technology applies to physical science principles. Eighth-graders study the periodic table; physical and chemical changes; nuclear reactions; temperature and heat; sound; light; electricity and magnetism; and work, force and motion.

Social Studies

Civics and Economics

Eighth-grade students explore the fundamentals of American constitutional government and our economic system. Students are engaged in relevant and real-life tasks to prepare them for becoming active and responsible citizens. They continue to develop critical/analytical thinking and writing skills. Students use primary and secondary source documents, simulations, and service learning to answer important questions, such as: What does it mean to be a citizen? How is public policy made in the U.S.? How does an increasingly global and interdependent economy affect U.S. interests and my own future?

Exploratories

Career and Technical Education

Our career and vocational electives allow eighth-grade students to explore their talents and interests. Courses introduce students to career pathways in business, marketing and finance, engineering and technology, media and communication, and human services.

Designing, Writing and Publishing Multimedia Content

Students develop enhanced skills introduced in Workplace Technology Productivity Skills. Students learn to incorporate various media from the Internet, such as video and sound, animation, and digital images, into a variety of publication formats. Advanced word processing skills, such as mapping, merging, and table creation, are developed in this course.

Entrepreneurship: Making It Your Business

Students are provided opportunities to run small group or class businesses based on their own design for providing a service or product needed at their school. Concepts introduced include types of business ownerships, marketing strategies, financial strategies, planning and implementing production techniques, and staffing and performance evaluations. Students examine labor and community issues, as well as health, safety and environmental issues in the workplace.

Engineering, Building and Maintaining Physical Structures

Exploring component systems and construction techniques of physical structures, including electrical, heating and cooling systems, and support, framing and finish systems, students develop understanding of the building and maintenance of physical structures. Through practical application of key concepts of mathematics and science, students develop skills essential to careers in engineering and construction.

Personal Life Skills and Career Pathways 8

Students develop personal life skills related to smart consumerism, personal finance, and nutrition and wellness. Students explore related careers in health care and apparel design, construction and marketing.

Engineering: Design and Build

Students will use the engineering design process to solve unique problems in the world around them. They will apply their knowledge of design to meaningful problems using microcontrollers and electronics, advanced manufacturing techniques such as 3D printing and CNC machining, and materials processing. Students will learn to document their experience and communicate their problem-solving process.

Leadership, Entrepreneurship and Innovation

Students will learn concepts and techniques for planning an innovative business and living the entrepreneurial lifestyle. Students will study effective leadership principles and innovative problem-solving skills.

MECHATRONICS

Students will learn how to modify and control the world around them through the use of design, programming, and electronics. Students will learn programming and electronics through the use of microcontrollers. Students will use computer-aided design software and advanced manufacturing technologies (3D printing, die cutting, CNC machining, etc.) to create physical objects. The three systems of computer programming, electronics, and design will be combined to create mechanical-electrical devices that are computer controlled.

Programming: Media and Gaming

Students will use a variety of platforms to code computer programs and/or create multimedia projects that impact and interest them.

Students will learn to evaluate their work and others' as part of the self-improvement process.

Visual and Performing Arts

Art

Eighth-grade art students use the elements and principles of design as the basis for various studies of line, color and texture. Students can create clay sculptures using slab construction; draw human figures; use multiple perspectives; make prints; and create and maintain a portfolio of their work. Eighth-graders may also examine the art and architecture of different times and cultures and learn to critique their own work and the work of others.

Band

Students who play band instruments receive more advanced, specific instruction on their instrument as well as more emphasis on playing in an ensemble setting. They typically perform several formal concerts during the year and may participate in competitive district events, festivals and parades. Selected advanced students may also participate in the county's Honors Band Program.

Chorus

Students practice and perform choral literature drawn from a variety of musical styles and foreign languages. They may participate in district-wide festivals and events. Selected advanced students may also participate in the county's Honors Chorus Program.

Drama

Drama students develop a variety of improvisational and formal acting skills. Students learn fundamentals of stage design and presence, performing selected dramatic works as a troupe. Emphasis is placed on gaining comfort in a variety of performance styles while building confidence in public communication skills.

Orchestra

Students who play stringed instruments receive more advanced, ensemble instruction. They typically perform several formal concerts during the year. Advanced students may have the opportunity to participate in regional orchestra and assessment-events. Students may have the opportunity to travel for a competitive orchestra event in the spring.

World Languages

The world languages program in middle schools supports students in developing 21st century skills in cross-cultural collaboration and communication. Students enhance their cultural understanding and develop a global perspective through engaging and rigorous instruction in the target language. In 6th grade, students may choose an exploratory language course in Spanish or French, depending on their middle school. These courses provide an introduction to the target language and cover the most salient concepts of the Level I language curriculum. In seventh grade students take a course in world languages that explores part of the Level I curriculum. In 8th grade, students deepen their understanding of this curriculum and may earn high school credit for the Level I course. Schools offer combinations of German I, Spanish I, and French I for students in 7th and 8th grade.

Note: Additional exploratories, including independent study, may be offered at each middle school based on the talents and interests of the students and faculty and staffing availability. A complete list of electives can be found at <http://www.k12albemarle.org/msguide>.

Interdisciplinary Teacher Teams

Albemarle County middle schools may use grade-level, interdisciplinary teacher teams to collaboratively support students in attaining high levels of achievement. Time is provided during the school day for teachers to plan learning experiences that integrate skills and content disciplines. Teachers, school counselors, special education teachers, and administrators meet to plan strategies to accommodate student needs.

Technology

Albemarle County's distribution of technology resources in middle schools is designed to support student inquiry and analysis, research, and communication. All ACPS middle schools have begun to implement an online learning initiative in which students are issued personal laptop computers in at least one grade level. It is anticipated that the 2015-2016 school year will expand this program to all grades at all ACPS middle schools. Online research tools available to students feature access to a variety of online encyclopedias, periodicals, and other databases. Wireless laptops, interactive whiteboards, and projectors are employed to bring sophisticated technology resources to individual classrooms as needed to support the instructional program.

Library Media Center

Middle school library media centers provide students with access to a wide variety of print and electronic materials and resources. Library media center specialists provide individual guidance, formal instruction, and appropriate resources to help students become lifelong learners, independent thinkers, and responsible citizens who are able to access information, present results of research effectively, use information technology efficiently and responsibly, and read for pleasure and personal enrichment.

Broadcast Media and Communication Center

Middle school students have the opportunity to create audio, video and graphical content suitable for broadcast TV, the Internet, DVDs, computer presentation, and other media through participation in middle school broadcast media and communication centers. Students communicate ideas and opinions by researching, scripting, performing, editing and presenting multimedia content in the production of a daily video segment for broadcast on the school television network.

Attendance

School attendance is directly related to academic achievement and the development of good habits, which are important in the world of work. Optimal student attendance is a cooperative effort. The School Board expects parents and students to take an active role in accepting the responsibility for good attendance.

Students are expected to make up work for all missed classes within five (5) days of returning to school. Additional time may be granted for extenuating circumstances.

The principal has the discretion to deny promotion to students who miss more than eight (8) class days or the equivalent block time during a semester, or a total of sixteen (16) days or the equivalent block time during a full school year.

Policy allows parents to request for their child to be transferred to a school other than the one serving their community in order for their child to participate in a course or program not offered at their home school.

Note: After consultation with both principals involved, the Superintendent may approve a transfer request for curriculum requirements, specific medical reasons, or extraordinary reasons. Requests for transfers to schools other than the one serving the student's residential area may be approved only on an annual basis.

Prevention, Intervention and Remediation

The *Standards of Quality* require the local School Board to provide programs for prevention, intervention or remediation for students who are educationally at risk. Students who are achieving significantly below grade level may be required to attend math and/or reading intervention programs during their exploratory time frame.

Programs for prevention, intervention and remediation include, but are not limited to, the following:

- Summer school
- Response to Intervention (RTI) programs
- Tutorial programs

Homework

Homework is assigned at the discretion of the teachers to meet students' needs and enhance the quality of the curriculum taught in the classroom. Completion of homework is an important expectation for all students. Homework is not used for disciplinary purposes.

Grading

The following is the grading scale adopted by Albemarle County Schools:

Letter Grade	Percentages
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

Note: This change to a 10-point scale became effective in 2007-08, and will be noted on the school profile for student transcripts.

Methods of Instruction

Effective methods of instruction are varied and capitalize upon the enthusiasm and energy that typify the age group. Instructional strategies include the following:

- Active teaching and active listening
- Reading across the curriculum strategies
- Writing across the curriculum strategies
- Cooperative learning
- English for Speakers of Other Languages (ESOL)
- Learning stations/contracts
- Tiered lessons, centers and products
- Small group instruction
- Peer tutoring
- Individual and group work
- Problem-solving, research, and project oriented activities
- Differentiated assignments that reflect students' interests and abilities
- Hands-on activities
- Appropriate levels of reading materials in all subject areas
- Use of instructional technology
- Use of interdisciplinary units involving core and exploratory programs
- Approaches that provide for individual participation, recognition and accomplishment

BELIEF FOUR – SPECIAL NEEDS

Each student has a unique combination of interests, abilities and talents. Since self-esteem arises from competence, student interests, talents and capabilities are encouraged and developed. Each student deserves to be surrounded by adults who have high expectations for him/her and promote his/her successes. In order to meet the needs of each student, the Albemarle County Middle School Program includes special services.

Special Education

Response to Intervention

Albemarle County middle schools are committed to providing all children with opportunities to benefit from a public education. Each school seeks to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness.

Students experiencing significant difficulty in achieving educational success may be referred to the School Based Intervention Team (SBIT) by school administration, staff or even parents. This team collects information regarding the student's specific area(s) of weakness and develops a plan of strategies to implement, if appropriate. The impact of the applied strategies is monitored utilizing available curriculum based measures.

Section 504 and the Americans with Disabilities Act

Section 504 and the Americans with Disabilities Act is a federal law that prohibits discrimination on the basis of a disability. A child with a disability is entitled to the same opportunities as children without disabilities. A child could qualify for reasonable accommodations if they have a disability that substantially limits a major life activity. As a result they may be eligible for what is called a Section 504 Plan. If you suspect a child has a disability that may need special accommodations due to a substantial limitation, the child may be referred for a Section 504 evaluation to make this determination.

For more information on Section 504, please consider exploring www.ed.gov, the United States Department of Education website and searching for resources for Section 504.

Special Education

If parents or staff suspects a child has a disability that may require specialized instruction in order for the child to meet the standards that apply to all children, the student may be referred for an evaluation to determine if he/she is eligible to receive special education services. In order to be eligible for specialized services, a child must meet the criteria established by the Federal Government and the State of Virginia.

If a student qualifies for special services, with parental consent he/she is entitled to services designed to provide an appropriate educational program. The program would be reasonably calculated to provide meaningful educational benefit to the child in the context of an Individualized Education Plan Team Meeting. The team is comprised of a special education teacher, the child's regular education teacher, a school administrators, the parents, and often times, the involved student. A review of the child's progress is reported as often as regular education students and the entire plan is reviewed annually.

For more information on Special Education, please consider exploring http://www.doe.virginia.gov/special_ed/ , the Virginia Department of Education.

Alternative Learning Opportunities

Albemarle County middle schools are committed to helping all students succeed. The Albemarle County Middle School Program includes alternative learning opportunities and intervention services for students in need.

The Community Public Charter School was opened in the fall of 2008. The mission of The Community Public Charter School is to provide an alternative and innovative learning environment, using the arts, to help children in grades six through eight learn in ways that match their learning styles, developing the whole child—intellectually, emotionally, physically, and socially. Seeking to serve students who have not succeeded in school, the program will close their achievement gap by offering a balance of literacy tutorials and an arts-infused curriculum.

The mission of The Community Public Charter School is to provide an innovative learning environment, using the arts, to help children in grades six through eight learn in ways that match their learning styles; developing the whole child intellectually, emotionally, physically, and socially. Seeking to serve students who might be at risk of not meeting their potential, the program assists students in meeting the following goals:

- Expand opportunities for students, who have not been successful in school, using the arts as a means of increasing literacy skills and as a means of expression
- Use discovery, invention and reflection as the primary teaching pedagogy
- Create an intimate educational setting designed to engage and empower each student to think critically, creatively and reflectively
- Design extensive process-oriented activities that result in a balance of process and product
- Provide quality instruction by engaging and retaining a team of dedicated teachers and professional artists
- Give students the skills to pursue their own goals and evaluate their own progress
- Encourage family involvement as a key contributor to success
- Teach students to think like artists.

Community Public Charter School welcomes students with the following characteristics:

Students who might:

- Be one or more years behind in reading and/or math
- Learn differently from how school is traditionally taught
- Lack motivation to do well in school
- Experience difficulties with peers
- Have poor organizational skills
- Show an interest in learning through the arts
- Thrive in a smaller middle school environment
- Perform better with more active, experiential, hands-on-learning

The CPCS school day begins with a 40 minute Advisory time that integrates physical education, community building, decision making, and exploratories. Exploratories are offered on four to six week rotations (one day per week) mini-courses developed based upon student interest and choice. Offerings have included cooking, knitting, yoga, programming, photography, soccer, step-dancing, gaming, Mine-craft, etc. Core content courses are taught for 55 minutes each with all students receiving art instruction. Our size allows our teachers the flexibility to regroup students and adjust our schedule to allow for inter-disciplinary experiences.

CPCS uses a master learning grading system where students earn an A, B or a Not Mastered Yet (NMY) on assignments. Students earning an NMY on particular assignments are supported to continue their work until they have mastered the content.

Literacy Initiative

Sixth-grade students are enrolled in a double period for reading and language arts. Students enrolled in the standard level of reading and language arts in grades 7 and 8 are also assigned a double period. In addition, students may be eligible for participation in a research-based intervention approach to literacy that teaches reading, writing, spelling, grammar, language skills, and vocabulary.

English for Speakers of Other Languages (ESOL)

The English as a Second or Other Language (ESOL) Program in Albemarle County Public Schools recognizes the rich cultural, economic, and intellectual resources our emergent bilingual students bring to the community. We welcome our linguistically diverse students and families and seek to ensure their academic, civic, and economic success through a rigorous curriculum and engaging pedagogy. The ESOL Program supports limited English proficient (LEP) students to develop high levels of academic language in English and meet the challenging state content and student achievement standards set for all children. The ESOL Program provides support within the context of regular classroom instruction.

Gifted Education Services

Gifted services support middle school students whose needs are not met by the general curriculum because of their intellectual abilities and talents. Differentiation of core class instruction is supported by a Gifted Resource Teacher (GRT) at each school. The GRT collaborates with classroom teachers to plan differentiated lessons, locate advanced materials, and arrange and lead enrichment activities and projects to complement the curriculum. Additionally, GRTs support opportunities for enrichment beyond the regular curriculum. Students may choose to participate in a range of programs such as robotics, History Day, Writer's Eye, Virginia Film Festival, and more. Program offerings may vary across schools and by year, but GRTs work to ensure a wide range of opportunities for students.

Middle school students may also elect to take rigorous course offerings. Each school offers courses for high school credit in math and world languages.

School Nurse

A school nurse is available to students at each Albemarle County middle school. In accordance with Albemarle County School Board policies, the school nurse is required to dispense all medications. Minor problems are handled at school, and every effort is made to have the student return to class as quickly as possible. If, however, in the judgment of the school nurse, the student is too ill to remain in school, parents are notified and must arrange for transportation home. Also, the school nurse works with teachers and students to reinforce good health habits.

Activity Period

Each middle school offers an activity period that encourages student participation in a wide variety of activities that are not normally taught in the curriculum. This provides an opportunity for community members and staff to share their expertise, interests and hobbies, and to interact with students in a non-academic setting. During this time period, students participate in clubs, intramurals, and/or planned activities.

After-School Sport Activities

The Albemarle County Parks and Recreation Department sponsors the Middle School Sports Program, a recreational program for all abilities, at all middle schools. The purpose of the program is to provide an active, organized and fun activity for students after school hours. The program consists of a variety of sport activities for girls and boys. Students learn the rules and skills of each sport, as well as participate in game situations. Games are played within each school and with the other middle schools. For information about this program, please contact the Albemarle County Parks and Recreation Department at (434) 296-5844.

BELIEF FIVE – COMMUNITY

The home, school and community are interdependent in the development of the emerging adolescent. The middle school is a community founded on mutual caring and respect. It fosters the development of shared values, social responsibility, and citizenship. Parents are expected to support intellectual development, give positive reinforcement, introduce cultural experiences, encourage independence, celebrate success, share exploration time, motivate and challenge, and provide a supportive environment. Students and teachers are sensitive to and accepting of each individual's uniqueness. Cultural diversity is embraced.

School Climate

Albemarle County middle schools nurture a climate that promotes trust, idea sharing, and sensitivity to students' needs, and ensures a healthy environment for intellectual, physical and social development for all adolescents. The following components contribute to school climate:

- The school is safe, clean, secure, healthy and comfortable, with adequate space for active learning.
- The learning environment features a positive, caring and supportive atmosphere, characterized by respect among and between students, staff and parents.
- The interdependent efforts of home, school and community foster the students' development as self-directed learners.
- The school fosters intellectual risk-taking and creative problem-solving.
- All students are encouraged to take pride in their work and expected to do their best.
- The school offers a wide range of opportunities for students.

Students as Learners

As community members, students have responsibilities and obligations. Albemarle County middle schools expect that students will do the following:

- Become actively involved in their education.
- Comply with school rules and School Board regulations.
- Treat all students and staff with respect.
- Participate positively as members of the school community.

Character Education

Character education looks different in every school, but the goal is the same—to integrate character education into the school culture and develop a climate of mutual respect and responsibility within the staff and students. Albemarle County Schools take a comprehensive approach to character education that touches all aspects of the school climate, from classroom management to teaching strategies, from the hallways to field trips. As required in the Code of Virginia, the inappropriateness of bullying is addressed through character education. Each middle school has developed and implemented a program to address bullying prevention and character education.

Youth Service

To encourage good character and provide opportunities for student engagement, schools develop service as a means for expressing good character. Service, specifically service learning, boosts student engagement and achievement by giving students opportunities to see relevance in their education. All Albemarle County middle schools provide student opportunities for service that are structured, meet a genuine need, are high interest and engaging, and involve partnership with the local and extended community.

Parents as Partners

Parents are an important part of the school community and are encouraged to participate in their child's education in the following ways:

- Promote daily attendance.
- Encourage their child to do his/her best every day, complete assignments, and be prepared.
- Provide a time and place for their child to complete homework and review assignments.
- Call their child's teacher/counselor if they have any concerns.
- Attend parent conferences, open houses, and other school activities.
- Participate in parent organizations, such as PTO, and volunteer for school activities.

In Closing

This guide provides a general overview of the middle school program in Albemarle County Public Schools, outlining common components across our middle schools. Our mission is to build a community of learners and learning, through rigor, relevance, and relationships, *one student at a time*. We are committed to challenging students capable of higher-level work, providing additional assistance to students as necessary, and meeting the needs of individual school communities whenever possible. As such, individual middle schools may offer courses or programs that go beyond these baseline expectations.

School Directory

Jackson P. Burley Middle School

901 Rose Hill Drive
Charlottesville, VA 22903
Office: (434) 295-5101
Guidance: (434) 295-5102
Homework Hotline: (434) 296-5836
Fax: (434) 984-4975

Joseph T. Henley Middle School

5880 Rockfish Gap Turnpike
Charlottesville, VA 22932
Office: (434) 823-4393
Guidance: (434) 823-5040
Fax: (434) 823-2711

Jack Jouett Middle School

210 Lambs Lane
Charlottesville, VA 22901
Office: (434) 975-9320
Guidance: (434) 975-9321
Fax: (434) 975-9322

Mortimer Y. Sutherland Middle School

2801 Powell Creek Drive
Charlottesville, VA 22911
Office: (434) 975-0599
Fax: (434) 975-0852

Leslie H. Walton Middle School

4217 Red Hill Road
Charlottesville, VA 22903
Office: (434) 977-5615
Guidance: (434) 977-6533
Fax: (434) 296-6648

Community Public Charter School

1200 Forest Street
Charlottesville, VA 22903
Office: (434) 972-1607

ACPS Website

www.k12albemarle.org